

DOCUMENT RESUME

ED 415 210

SP 037 719

TITLE Restructuring Teacher Education and Licensing in Wisconsin. Final Report of the Work Groups on Teacher Assessment, License Stages and License Categories. Bulletin No. 97306.

INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE 1997-05-00

NOTE 46p.

AVAILABLE FROM Division for Learning Support: Instructional Services, Wisconsin Department of Public Instruction, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707-7841; phone: 800-441-4563.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Beginning Teachers; Elementary Secondary Education; Higher Education; Licensing Examinations (Professions); *Preservice Teacher Education; Special Education; *State Standards; *Teacher Certification; Teacher Competencies; *Teacher Competency Testing; Teacher Evaluation; Teaching Experience; *Teaching (Occupation)

IDENTIFIERS *Performance Based Certification; *Wisconsin

ABSTRACT

The Standards and Assessment Work Group in Wisconsin developed an assessment framework for performance based teacher licensure. They determined assessment criteria, measurement categories, and contexts for assessing readiness for teaching. The License and Career Stages Work Group devised a licensure system to further enhance the quality of education. The system they created has three stages of licensure: initial educator, professional educator, and master educator, and includes a license renewal system leading to teacher growth that is tied to student needs and district goals. The License Categories Work Group examined issues in: shifting from grade range to developmental range licenses; shifting from discrete subject areas to broad field licenses; and shifting from individual categorical to general special education licenses. Six appendixes present: (1) Wisconsin Standards for Teacher Development and Licensure; (2) vision and principles guiding Task Force deliberations; (3) assessment of candidates from Wisconsin's institutions of higher education; (4) assessment of candidates from institutions of higher education in other states; (5) assessment of candidates from alternative programs for career changes through Wisconsin institutions of higher education; and (6) project budget detail. (SM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Restructuring Teacher Education and Licensing in Wisconsin

Final Report of the Work Groups on Teacher Assessment, License Stages and License Categories



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Doyle

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

2

* Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

5639719

Restructuring Teacher Education and Licensing in Wisconsin

**Final Report of the Work Groups on Teacher Assessment, License
Stages and License Categories**



Wisconsin Department of Public Instruction
John T. Benson, State Superintendent
Madison, WI

Reasonable accommodation, including the provision of informational material in an alternative format, will be provided for qualified individuals with disabilities upon request

This publication is available from

Division for Learning Support: Instructional Services
Wisconsin Department of Public Instruction
125 S. Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-1879
(800) 441-4563

Bulletin No. 97306

May 1997

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.



Printed on recycled paper.

Table of Contents

Work Group Members	v
Budget Needs	1
Executive Summary	2
Standards and Assessment	2
License and Career Stages	2
License Categories	3
Preamble	5
The Charge	6
Standards and Assessment	6
Career Stages	6
License Categories	6
All Groups	6
The Context for Group Deliberation	7
The Report of the Work Group on Standards and Assessment	8
Measurement Categories	9
Contexts for Assessing Readiness for Teaching	10
The Report of the Work Group on License and Career Stages	12
Initial Educator	12
Professional Educator	14
Master Educator	15
The Report of the Work Group on License Categories	17
Grade Range to Developmental Range Licenses	17
Discrete Subject Area to Broad Field Licenses	17
Individual Categorical to General Special Education Licenses	18
Access to New Licenses	18
Appendices	
A. Wisconsin Standards for Teacher Development and Licensure	20
B. Vision and Principles Guiding the Task Force's Deliberations	29
C. Assessment of Candidates Prepared in Wisconsin Institutions of Higher Education	30
D. Assessment of Candidates Prepared in Institutions of Higher Education in Other States	32
E. Assessment of Candidates Prepared in Alternative Programs for Career Changes Through Wisconsin Institutions of Higher Education	34
F. Project Budget Detail	36
Bibliography	38

Work Group Members

Members of the three work groups selected and appointed by State Superintendent John Benson are listed below with the institutions or associations that each represented. When establishing a membership roster for the work groups to move the recommendations of the Task Force forward the directors of the state professional associations were contacted. A special thank you is due to the following individuals for their recommendations of members for the three groups:

Mary Ann Braithwaite, President
Wisconsin Federation of Teachers

JoAnne Caldwell, President
Wisconsin Independent Colleges of Teacher Education

Ken Cole, Executive Director
Wisconsin Association of School Boards

Terry Craney, President
Wisconsin Education Association Council

Tim Laatsch, Executive Director
Association of Wisconsin School Administrators

David Ward, Senior Vice President for Academic Affairs
University of Wisconsin System

Standards and Assessment Members

Olalekan Benson, Milwaukee
Metropolitan Milwaukee Alliance of Black School Educators

Dianne Beehler, Somerset
Wisconsin Association of School District Administrators

Alan Caldwell, Gresham
Menominee Tribal School

Mary Diez, Chair, Milwaukee
Wisconsin Independent Colleges of Teacher Education

Bill Hartje, Evansville
Wisconsin Education Association Council

Ken Kickbusch, Madison
Wisconsin Education Association Council

Jill Matarrese, Brookfield
Wisconsin Education Association Council

Karen Murray, La Crosse
Association of Wisconsin School Administrators

Molly Murray, Mt. Horeb
Wisconsin Association of School Boards

Vita Sherry, Barron
Wisconsin Association of School District Administrators

Cyrus Smith, Milwaukee
UW-System

Bruce Strom, Waukesha
Wisconsin Independent Colleges of Teacher Education

Roger Tlusty, Eau Claire
UW-System

Wayne Verdon, Waupaca
Association of Wisconsin School Administrators

DPI Staff

Robert DeMuth
Teacher Education Team

Rob Gibson
Licensing Team

Jacqueline Rodman, Team Leader
Teacher Education Team

License and Career Stages Members

Steve Behar, Delavan
Wisconsin Education Association Council

David Brotski, Neenah
Wisconsin Association of School Personnel Administrators

Jo Anne Caldwell, Milwaukee
Wisconsin Independent Colleges of Teacher Education

Kay Davis, Stoughton
Association of Wisconsin School Administrators

Kay Erickson, Amery
Wisconsin Education Association Council

Dennis J. Hortum, Kiel
Wisconsin Education Association Council

Dean Isaacson, Platteville
Wisconsin Association of School District Administrators

James Melvin, Abbotsford
Wisconsin Association of School Boards

Dana Nelson, Madison
UW-System

Joan North, Stevens Point
UW-System

Stewart Purkey, Appleton
Wisconsin Independent Colleges of Teacher Education

Mary Jo Topp, Palmyra
Association of Wisconsin School Administrators

Gerald Trochinski, West Salem
Association of Wisconsin School Administrators

Harry Van Dyke, Chair, Lake Geneva
Wisconsin Association of School District Administrators

DPI Staff

Sue Harris
Licensing Team

LaVerne Jackson-Harvey
Urban Education and Teacher Education Teams

Kathryn Lind
Teacher Education Team

Jim Wall
Licensing Team

License Categories Members

Pat Clow, Ashland
Wisconsin Independent Colleges of Teacher Education

Bonnie Greasby, Greenfield
Wisconsin Federation of Teachers

Roy Green, Westby
Wisconsin Association of School District Administrators

Cheryl Hanley-Maxwell, Madison
UW-System

John Hawley, Random Lake
Wisconsin Association of School Boards

Randy Hanson, Menasha
Wisconsin Federation of Teachers

Ed Hawkinson, Portage
Cooperative Educational Service Agencies

Linda Helf, Manitowoc
Wisconsin Education Association Council

Milly Hoffmann, Milwaukee
Association of Wisconsin School Administrators

Nancy Kaufman, Chair, Green Bay
UW-System

Mark Lacke, Edgar
Association of Wisconsin School Administrators

Dick LeClair, Wausau
Wisconsin Education Association Council

Anne Mancl, Whitewater
State Superintendent's Advisory Council for Teacher Education and Licensure

Robert Stone, Platteville
Wisconsin Association for Middle Level Education

DPI Staff

Laurie Derse
Licensing Team

Jim Wickman
Teacher Education Team

Budget Needs

In order for any reform movement to be successful the resources necessary for its implementation, evaluation and follow through must be made available. There are extensive human, material and fiscal resources required for the realization of the recommendations listed in this report. The source of these resources is varied and there will be costs to the profession at all levels. There will be costs to the individual as there always have been for license fees and for the cost of professional development to renew licenses. There will be costs to the school districts as there always have been for staff development, but now those resources must be programmed in a new way to meet the structure put forward here. And there will be costs to the state to provide the necessary foundation for these changes and to give the ongoing support required for success.

It is the fiscal commitment of the state that is outlined here. These budget items must be part of the Department of Public Instruction budget if the recommendations in this report are to be actualized in the proper and appropriate way. This support is crucial if the state is to implement the vision of the original Task Force or the vision of the Work Groups that have so diligently moved the structure this next step ahead.

These costs are:

To implement the Standards and Assessment recommendations	\$250,000.00
To implement the License Stages recommendations	\$3,612,000.00
To implement the License Categories recommendations	\$ 0.00
Total State Budget for implementation	\$3,862,000.00

A complete and detailed budget for the implementation of these recommendations can be found in Appendix F.

Executive Summary

A summary of the recommendations from each of the work groups is presented here. The entire report that follows gives the complete discussion of the work group action and the background for each of the separate recommendations.

Standards and Assessment

Entry level skills for admission to preservice preparation programs should include demonstrated proficiencies in the traditional basic skills of reading, writing and mathematics, as well as initial competence in other communication skills of speaking, listening and media/technology.

Once admitted to the program candidates not only need continuous improvement in communication skills but also must demonstrate competent performance in human relations skills and teaching dispositions, pedagogical knowledge, content knowledge and teaching practice.

Meaningful performance-based assessment should be administered on a timely and frequent basis; developed in the context of schools and communities; characterized by the use of multiple methods and modes; collected from progressively more complex performances; and validated through research and practice.

Meaningful performance-based assessment should be applied to all avenues of licensing including those followed by candidates prepared in Wisconsin programs, candidates prepared in other states and candidates prepared in alternative Wisconsin programs.

Institutions of higher education must develop or select appropriate assessments for each of the areas outlined above and have these assessments reviewed by the Department of Public Instruction as part of the program review process.

The initial educator license should be for a period of 2-5 years, with support and assessment for the beginning educator provided at the district and local school level.

Eligibility for the professional educator license should require successful demonstration of the Wisconsin Standards for Teacher Development and Licensure at a specified level of performance as well as evidence of developing and implementing a professional development plan.

School districts and professional associations should collaborate in guiding the educational careers of educators through individual professional development planning and ongoing assessment of performance grounded in the Wisconsin Standards for Teacher Development and Licensure.

The assessment framework given here should be extended to pupil services personnel and administrators and individual professional development planning and ongoing assessment of performance for these categories of professional personnel should also be grounded in the Wisconsin Standards for Teacher Development and Licensure.

License and Career Stages

Wisconsin should replace the existing licensure system based on accumulation of credits with one that is seamless and continuous, builds directly upon the educator's pre-service preparation and is tied to demonstrated mastery of the Wisconsin Standards for Teacher Development and Licensure.

The new system of licensing should have three stages of licensure initial educator, professional educator and master educator and should include a license renewal system that assures professional growth of educators, a system that is tied to the needs of children and to district goals.

Beginning educators and out-of-state educators who have fewer than three years of experience should be issued an initial educator license for five years. This license should be renewed only if the holder has not been employed as an educator for at least two years.

Districts must provide a support system for beginning educators that includes, but is not limited to, an ongoing orientation to the district and its programs, support seminars that speak to the needs and concerns of the initial educator and to the Wisconsin Standards for Teacher Development and Licensure, and a mentor.

Districts must assure that all beginning educators are assigned a mentor who has been trained for the role, who offers support and guidance to the beginner and who is not involved in

the summative evaluation of the educator as an employee. Appropriate release time and/or compensation for fulfilling the mentoring responsibilities must be provided.

Each initial educator must complete a professional development plan and a portfolio of authentic evidence which demonstrates increased proficiency in the Wisconsin Standards for Teacher Development and Licensure. This plan should be approved, monitored and assessed by a professional colleague other than the mentor, a school administrator, and a teacher educator to determine movement from the initial stage to the professional educator license.

The professional educator license should be awarded to applicants who have met the requirements of the initial educator stage. This license should be for five years, and those who have not been practicing for three or more consecutive years, or who have more than three years of experience out-of-state should be issued a one year license. During that year a determination should be made whether the individual qualifies for the initial or professional educator license.

Each professional educator must design a professional development plan for license renewal that includes professional development goals related to the Wisconsin Standards for Teacher Development and Licensure, activities related to the goals, a timeline for achieving the goals, evidence of collaboration and an assessment plan.

The professional development plan for the professional educator must include documentation of student performance, school or community collaboration, special projects, curriculum development, action research, professional organization work, conference attendance or presentations, teaching courses at higher education institutions, mentoring, professional publications, leadership in professional organizations, credit from baccalaureate or graduate degree institutions or technical colleges or any other activity which may support the professional development goals of the plan.

The professional development plan for the professional educator should be approved, have the progress monitored and the proficiency assessed by a district professional development committee that includes administrators and teachers. Evidence of successful completion of the plan should be forwarded to the DPI by the district with the license renewal application.

The state should create a master educator level for all professional licenses. This should be a voluntary status and each license should be for seven years.

The master educator license should be available to all teachers who hold a master's degree who submit an application including verification of 7-10 years of teaching experience, evidence of contribution to the profession, evidence of continuing education activities and documentation of mastery of the Wisconsin Standards for Teacher Development and Licensure.

Assessment of the application should be done by professional peers drawn from teams of educators who have been trained in the review process. Approval of the master license should be based on a formal assessment of the Wisconsin Standards for Teacher Development and Licensure which may include interviews, objective tests, essays or other means and a demonstration of exemplary classroom performance through video or on-site visits.

A review process and an appeal procedure should be designed and implemented for movement between the three levels of license.

License Categories

The state should restructure the levels of licenses to use the four new levels of early childhood through middle childhood; middle childhood through early adolescence; early adolescence through adolescence; and a wide range covering early childhood through adolescence.

Wisconsin institutions of higher education must work with the Department of Public Instruction to define appropriate developmental competencies to be mastered for each level.

All early adolescence through adolescence training programs should incorporate competency in multidisciplinary/integrated curriculum.

There should be broad based, comprehensive initial educator licenses to replace existing individual science, social studies, language arts and music licenses. Specific subject area courses within the comprehensive license can be taught by teachers with an initial educator or subsequent license.

In order to move to the professional educator license the candidate with a comprehensive license must prove competency in a concentration in a particular content area (such as physics) or specialty focus (such as integrated curriculum). Evidence of accomplishing a concentration may include successful, relevant teaching experience that includes observation of skills; letters

of recommendation from professional colleagues, or completion of coursework, conferences, and/or workshops based on established performance standards.

There should be a single beginning level special education license to replace the current licenses in cognitive disabilities, emotional disturbances, learning disabilities and early childhood-exceptional educational needs available at the early childhood through middle childhood or at the early adolescence through adolescence level. This license should be titled Exceptional Educational Needs (EEN).

Teachers currently licensed in Wisconsin should not be required to obtain the new licenses; however these teachers could qualify for the new categories through a portfolio review process for an established fee.

The Department of Public Instruction must establish procedures and policies for the review and approval of concentrations for the comprehensive license holders or EEN license holders and design a portfolio review process to give currently licensed teachers access to the new license categories.

Preamble

In 1995, State Superintendent John Benson commissioned a Task Force of Wisconsin educators to make recommendations for Restructuring Teacher Education and Licensing in Wisconsin. One of the charges to this Task Force was to determine the skills and abilities necessary for education professionals to produce successful learners in the schools of the 21st century. The Task Force and State Superintendent agreed to identify those necessary skills and abilities, and therefore, recommended that the Wisconsin Standards for Teacher Development and Licensure be adopted. (See Appendix A.)

As Task Force members reviewed materials and deliberated a number of themes emerged. These themes formed a set of principles around which teacher education and licensure in Wisconsin should be developed. Because teaching is a highly complex enterprise, Task Force members envisioned Wisconsin teachers as being engaged in career-long learning and focused on developing a community of learners in and around the local school. Task Force members saw those who prepare teachers for initial licensure, as well as those who evaluate teaching practice, as accountable for framing evaluation in terms of the Wisconsin Standards for Teacher Development and Licensure, as collaborative in supporting the common goals of improving teaching and learning, and as committed to equity and social justice for the diverse population of Wisconsin learners.

Task Force members proposed performance-based licensure as a means of demonstrating competence related to the knowledge, dispositions, and performances outlined in the Wisconsin Standards for Teacher Development and Licensure. The principles of Accountability, Career-Long Learning, Collaboration, Community of Learners, Diversity and Equity, and Performance-based Licensure guided the deliberations of the Task Force. (See Appendix B.)

The original Task Force members further recommended three fundamental changes in teacher preparation and licensure that represents a major paradigm shift in the licensing process for professional educators in Wisconsin. These recommendations were:

- movement from an input system that focuses on course and credit completion to an assessment system that emphasizes successful demonstration of the required knowledge, skills, and disposition;
- movement from a loosely defined license renewal system to a career-long system of planned professional development for all educators; and
- movement from a system of multiple and narrow license categories to a broader, more integrated framework of licensing.

Task Force members advocated using these recommendations to guide revision of the Wisconsin administrative code governing teacher education and licensure. As a whole the Task Force members rejected the front loading of preparation to be a teacher and projected a vision of preparation and licensing as a seamless web from college through an entire teaching career. The Wisconsin standards and assessment work for PK-12 schools in the academic content areas, local school district goals and school improvement plans, a focus on children and their needs, and the transition of responsibility and authority of the profession to the professionals all are major parts of this restructuring.

In 1996, the State Superintendent appointed three work groups to respond to the recommendations and carry the work forward to the next stage. These groups focused on the issues of Standards and Assessment, Career Stages of Licenses, and License Categories. Each group was provided with a specific charge to guide their work and all groups were charged with several common tasks.

The Charge

State Superintendent John Benson gave the charge to the three work groups at a combined meeting of the work group members and the Wisconsin Association of Colleges of Teacher Education (WACTE) on October 18, 1996. The WACTE membership was the catalyst for initiating the reform that resulted in the Task Force Report of 1995, and this group continues to be a strong partner with the Department of Public Instruction in the reform effort surrounding educator preparation and licensing. Superintendent Benson presented a charge to each of the three groups.

Standards and Assessment

Create an assessment framework for performance based licensure to assure that license candidates have the knowledge, skills, and dispositions outlined in the Wisconsin Standards for Teacher Development and Licensure.

Recommend an assessment model that can be used for all avenues to licensure including out-of-state and alternative programs.

Recommend an assessment model that can be used for all levels and categories of licenses.

Career Stages

Create a model for movement between the stages of initial educator, professional educator and master educator.

Recommend support mechanisms for teachers in the initial educator stage to assist their movement to the professional educator stage.

Design a license renewal system for use in each of the career stages that follows the Task Force model and that offers substantial professional development and school improvement.

Identify how currently licensed teachers can be assimilated into the new stages of licenses.

Define the characteristics, incentives and rewards necessary for the master educator license.

License Categories

Expand on the report of the special education work group to design a model for all licenses.

Recommend a system to integrate current license categories into the new structure.

Review and debate the change from grade level licenses to licenses based on developmental levels of students.

Determine if it is possible to be responsive to school and student needs by streamlining the current long list of licenses.

Assure quality while designing a license structure with more flexibility.

All Groups

Consider the needs of both in-state and out-of-state license applicants.

Make recommendations for addition, deletion or amendment of administrative code if necessary.

Integrate the DPI initiative in standards and assessment for elementary, middle and secondary schools in the discussion and recommendations.

Use the Task Force Report as the beginning point and build upon the recommendations with action items for the DPI to consider.

Deliver a draft of all recommendations by March 1, 1997.

The Context for Group Deliberation

The basic charge to the three work groups from State Superintendent John Benson was to make recommendations to move forward the work done by a Task Force on Teacher Development and Licensure in 1995. The central idea in the Task Force report was the shift from the current system of licensing based on credit and course completion to a system of assessing performance based on standards.

The Teacher Education Team at the DPI has been working with colleges and universities to design preservice programs based on the performance model. Institutions are developing performance-based programs using the Wisconsin Standards for Teacher Development and Licensure as the base for standards or they are designing standards or outcomes for their license programs using their own vision and institutional character. For all institutions it is expected that graduates will demonstrate mastery of the defined standards within the context of content and pedagogical knowledge, human relations and communication skills, and teaching dispositions measured, for the most part, through teaching practice. This work in program approval was the focus of several Wisconsin Association of Colleges of Teacher Education (WACTE) meetings, which is why the WACTE meeting was selected as the event to bring the work groups together for the first time.

Following the charge to the three work groups by State Superintendent Benson at the WACTE meeting in October, group members divided into the specific groups and were joined by members of WACTE for round table discussions. The purpose of these discussions were to allow the work group members to receive a brief overview of the background meetings and discussions that preceded the appointment of the work groups, especially as those discussions were influenced by the WACTE membership.

The afternoon session was devoted to the individual groups planning the logistics of their future meetings. Dates and locations were identified and a rough work schedule was presented by the work group chair and the DPI liaison. Each group was asked to determine several dates in each of the months between October and March in one or two day blocks so that meetings could be scheduled.

The schedule of meetings included at least one meeting each month for each group, with none of the meetings overlapping others so that staff and other interested parties could attend all of the various work group meetings. As the meetings progressed, each of the larger groups divided into smaller issue groups of four to six or more members to focus on separate issues. These smaller groups brought their deliberations back to the larger group for discussion, debate, and final consensus.

A final meeting of all groups was scheduled for March and then postponed until April so that the work of each group could be put into a rough draft form for all to review. Presentations of each group draft report were done followed by discussion sessions of mixed group membership. The afternoon session of this final meeting was devoted to the last full group meeting of each work group. The results of the day's discussion and the year's work were reviewed for a final time and last minute edits were done to the draft reports.

At this final meeting volunteers from each group were selected to combine as a writing team for the combined report. The report writing group of Mary Diez, Ken Kickbusch, Dana Nelson and Robert Stone met on May 1, 1997 to finalize the report and to satisfy any inconsistencies that still existed. The final draft was then mailed to all groups members for review and comment before printing and submission to the state superintendent.

The Report Of The Work Group On Standards And Assessment

The Standards and Assessment Work Group, composed of teachers, school board members, school administrators, university faculty, members of professional associations, and DPI liaisons met six times to deliberate their charge from the State Superintendent. The subgroup on Standards and Assessment was charged with the task of moving forward on the 1995 Task Force recommendations related to an assessment framework for performance-based licensure.

Standards and Assessment Work Group members unanimously agree that previously established standards for admission to pre-service teacher education programs should be maintained. Specifically, entry level skills required for admission to teacher education programs should include demonstrated proficiencies in the traditional basic skills of reading, writing and mathematics, as well as initial competence in the other communication skills of speaking, listening, and media/technology. Once admitted, candidates in professional education programs leading to licensure not only need continuous improvement in communication skills, but also must demonstrate competent performance in human relations skills and teaching dispositions, pedagogical knowledge, content knowledge, and teaching practice.

In endorsing a process that embraces meaningful performance-based assessments, Standards and Assessment Work Group members advocate that assessment be firmly integrated in teacher education programs. Making performance-based assessment integral to teacher education creates a dynamic model for learning, allowing prospective teachers to demonstrate effective teaching practice resulting in positive change in the lives of learners.

Standards and Assessment Work Group members' conception of meaningful performance-based assessments incorporate a number of assessment criteria. Assessments that meet the criteria should be:

- administered on a timely and frequent basis;
- developed in the context of schools and communities;
- characterized by multiple methods and modes;
- collected from progressively more complex performances; and
- validated through research and practice.

Meaningful performance-based assessment will be applied in all avenues to teacher licensure, including those followed by candidates prepared in Wisconsin programs (see Appendix C), candidates prepared in other states (see appendix D), and candidates prepared in alternative Wisconsin programs, including those for career changes (see Appendix E). Meaningful performance-based assessment will also be applied to all levels and types of licensure. After a candidate earns the initial educator license, the Wisconsin Standards for Teacher Development and Licensure will serve as a framework for continued meaningful performance-based assessment that supports career-long professional development and continuing licensure. The Standards and Assessment Work Group recommends that the same assessment framework be used to develop a process for the assessment of other categories of educators, e.g., pupil services personnel and administrators.

The Standards and Assessment Work Group's approach to this task assumes that:

Institutions of Higher Education (IHE's) will do the best job of educating teachers if they are provided autonomy and flexibility in the development and implementation of programs and assessment processes to achieve the Wisconsin Standards.

The Wisconsin Department of Public Instruction is responsible for the evaluation and approval of teacher education programs in Wisconsin IHE's especially regarding procedures for licensure selected by the IHE's for assessing the performance of candidates for licensure.

The Wisconsin Department of Public Instruction is responsible for providing technical support and facilitation for IHE's in the development and implementation of meaningful performance-based assessment.

The Wisconsin Department of Public Instruction may collaborate with IHE's to adopt or construct assessment programs with assessment modules to carry out meaningful performance-based assessment of teacher education candidates from other states.

The Wisconsin Department of Public Instruction will draw upon the work of the Standards and Assessment Work Group in developing performance-based licensure processes for the mas-

ter educator license and for licenses in the categories of pupil services personnel and administrators.

Measurement Categories

The Standards and Assessment Work Group members propose that candidates for an initial educator license in Wisconsin demonstrate the knowledge, skill and disposition required by the Wisconsin Standards for Teacher Development and Licensure (see Appendix A). Standards and Assessment Work Group members further propose that the required demonstration of standards be carried out through multiple assessments over time. There are five categories for assessment, and these are:

- communication skills,
- human relations and teaching dispositions,
- content knowledge,
- pedagogical knowledge, and
- teaching practice.

A description of each follows.

Communication Skills

Communication skills include the categories of reading, writing, and mathematics knowledge and skills. Often called "basic skills" because of their connection to literacy, these skills are an essential foundation for teacher preparation. Current Wisconsin requirements add the expectation that teacher preparation programs will also develop candidates' knowledge and skills in the areas of speaking, listening and media/technology. Standards and Assessment Work Group members recommend that candidates demonstrate basic skills in all six areas for admission to teacher education, in order to assure the necessary base of skill for development. Work group members further recommend that teacher preparation programs provide ongoing assessment of candidates, as the candidates develop the expertise in communication needed to support professional practice.

Human Relations Skills and Teaching Dispositions

Teachers need to be able to work respectfully, collaboratively, and effectively with others, including students, parents, colleagues, and community members. They need to be able to interact with a range of differences in their classrooms, including gender, race, ethnicity, native language, and special learning needs. Teaching dispositions are the attitudes that guide teachers, including their commitment to the education of learners, enthusiasm for learning, habits of reflection, responsibility for moral and ethical behavior, and commitment to personal and professional growth. Standards and Assessment Work Group members recommend that candidates demonstrate effective interaction with various groups, through multiple measures over time. Work Group members further recommend that candidates provide evidence of appropriate teaching dispositions, through interviews or reflective writing, as well as through ethical behavior in their preparation program.

Content Knowledge

While not sufficient in itself, understanding of the central concepts, tools of inquiry, and structures of the subject area is necessary for effective teaching. With the development of national standards for teaching in most of the subject areas (e.g., The National Council of Teachers of Mathematics, The National Council of Teachers of English, etc.) teacher preparation institutions have considerable guidance in developing appropriate curriculum for the development of teachers who can master their subject areas in order to make content meaningful to students. In addition, Wisconsin is in the process of developing content standards and assessment tools for the academic subject areas that form the nucleus for the curriculum content for Wisconsin schools. The kind of understanding necessary for teaching must go beyond being able to reproduce facts; teachers need to be able to plan instruction that links the subject matter with curriculum goals, student prior learning, and issues of community relevance. Standards and Assessment Work Group members recommend that candidates demonstrate their competence in their subject areas through multiple measures over time.

Pedagogical Knowledge

Pedagogical knowledge is the knowledge required for teaching. It involves knowledge about learners and about learning and human development; it incorporates understanding of motivational techniques, cultural and individual differences, instructional strategies, classroom management, and assessment strategies. Pedagogical knowledge builds on professional ethics and is integrally related to a candidate's articulation of his or her philosophy of education. Standards and Assessment Work Group members recommend that candidates demonstrate their competence in pedagogical knowledge through multiple measures over time.

Teaching Practice

While the development of communication and human relations skills, teaching dispositions, content knowledge, and pedagogical knowledge can be assessed separately, they are intended to be practiced together. Thus, an important focus of assessment is the significant period of student teaching or internship in a PK-12 setting, as a preparation for initial licensure. Candidates ordinarily work at a local school site, in the classroom of a qualified teacher, who serves as a "cooperating teacher" for their practice. That teacher, the school principal or other supervisor, and the college or university supervisor(s) provide support and assessment for the student teacher or intern. Standards and Assessment Work Group members recommend that candidates demonstrate their competence across all of the areas specified in the Wisconsin Standards for Teacher Development and Licensure during the period of student teaching or internship, again using multiple measures over time to gather evidence of successful demonstration.

The 1995 report of the Task Force suggested that the Wisconsin Standards for Teacher Development and Licensure "would be used by those responsible for the initial and ongoing preparation of teachers to guide the development of programs as well as assessment processes." However, drawing from the performance-based licensure principle, the Task Force urged that the responsible institutions and organizations have the autonomy and flexibility to develop and implement programs and assessment processes in varied ways. Standards and Assessment Work Group members concur with the Task Force and recommend that institutions of higher education develop or select appropriate assessments for each of the areas outlined above and that these assessments be reviewed by the Department of Public Instruction as part of the program approval process.

Work Group members recommend institutional autonomy and flexibility for three reasons. First, alignment of program goals, learning experiences, and assessment processes leads to coherent programs. Local design of assessment processes is more likely to support such alignment. Second, information from ongoing assessment is a powerful source of improvement for both teaching and learning; again, local design of assessment processes is more likely to become an integral part of the teaching/learning process in teacher preparation programs. And, third, while there will be some cost to institutions, they can choose to invest in the development of their own assessments or select from among assessments developed by testing companies.

In the current process of program approval, the 33 teacher preparation institutions in Wisconsin are already engaged in a review of their programs, along with research into the impact of their programs on candidate performance. The development of multiple modes and methods of assessment is already underway in most of these institutions; through the study groups established to develop networking relationships (Options Groups), institutions are sharing with each other their experiences in the piloting of new assessment processes. Thus, Wisconsin is uniquely positioned to move forward with the recommendations of the Standards and Assessment Work Group.

Nationally, there are additional resources to support teacher preparation institutions in developing assessment processes. The Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards, along with pioneering states like Connecticut, may provide models to guide the practice of Wisconsin educators.

Contexts for Assessing Readiness for Teaching

Standards and Assessment Work Group members addressed three contexts for the assessment of candidates for initial licensure. Candidates who are prepared in Wisconsin institutions with approved programs would demonstrate the communication and human relations

skills, teaching dispositions, content knowledge, pedagogical knowledge and teaching practice (student teaching or internship) through assessments designed and/or selected by their preparation institutions. Similarly, candidates who are prepared in alternative programs in Wisconsin, including those people making a career change to PK-12 education, would demonstrate the same areas of knowledge and performance through assessments designed or selected for these special programs by the institution or organization sponsoring the program.

Candidates prepared in approved programs in other states or jurisdictions would be required to meet the standards in one of two ways. First, they could qualify by having their development of the communication and human relations skills, teaching dispositions, content knowledge, pedagogical knowledge and teaching practice (student teaching or internship) validated through the program in the other states or jurisdictions. Alternatively, they could qualify by passing DPI approved assessment modules for some or all of the areas required for initial licensure in Wisconsin. These assessment modules may be developed by institutions with approved programs in Wisconsin or be selected from assessments developed by testing companies or consortia like INTASC.

A comparison of the current DPI rules for licensure and preparation with the Work Group recommendations for the three contexts is provided in Appendices C, D, and E. Each of the five categories of assessment is included, along with a category for initial practice. The assessment rubric created by these recommendations will form the framework for future assessments throughout the teacher's career.

Ongoing Assessment

The Accountability Principle from the Task Force Report stated that: The evaluation of teachers' performance at any stage should be framed in terms of a shared vision of what teachers should know, understand, and be able to do. Graduates of professional preparation programs and teachers on the career path should demonstrate learning outcomes that represent knowledge, skills and dispositions consonant with these guiding principles. Authentic assessment of these outcomes should be created locally for both programs and individuals.

The transition from teacher candidate to initial practitioner is an important period in the career-long development of the teacher. Standards and Assessment Work Group members propose that the initial educator license be issued for a period of 2-5 years, with support and assessment for the beginning teacher at the district and local school level. Work Group members further recommend that eligibility for the professional educator license require successful demonstration of the Wisconsin Standards for Teacher Development and Licensure at a specified level of performance, as well as evidence of the development and implementation of an individual professional development plan. As recommended in the License Categories Work Group report, this professional development plan could be used to gain competency in an area of concentration or in a specialty area. As evident in the charts in Appendices C, D, and E the assessment of teaching practice must be incorporated into the period of initial practice in each of the contexts.

The work of the Portfolio Assessment Project being undertaken by INTASC may be helpful in the development of assessments for the period of initial licensure. INTASC is piloting assessment portfolios in the various subject areas and in elementary teaching. Their development of scoring guides and training protocols could be used to guide the development of a Wisconsin process, either at the state level or as a resource to districts. The three person team recommended by the Career Stages Work Group as the evaluation team for candidates moving from initial license to professional license could benefit from the information being produced by INTASC.

The Standards and Assessment Work Group members recommend that school districts and teacher associations collaborate in guiding the educational careers of teachers through individual professional development planning and ongoing assessment of performance grounded in the Wisconsin Standards for Teacher Development and Licensure.

Finally, as the assessment framework is extended to pupil services personnel and administrators, the Standards and Assessment Work Group members recommend that individual professional development planning and ongoing assessment of performance for these categories of professional personnel also be grounded in the Wisconsin Standards for Teacher Development and Licensure.

The Report of the Work Group on License and Career Stages

The License and Career Stages Work Group consisted of teachers, district administrators, teacher educators and DPI personnel. The charge was to devise a licensure system that would further enhance the quality of education in Wisconsin. These recommendations pertain to teachers, administrators, and pupil services personnel alike and were developed based on the following:

- the belief that the principle of career-long professional development should govern the preparation and licensure of educators in Wisconsin,
- the belief that performance-based assessment should be the primary means by which the initial licensure and subsequent license renewals are granted, and
- the belief that the licensure system should provide a mechanism not only for the statewide professional growth of individual educators but also for school improvement at the local level.

Toward those ends the License and Career Stages Work Group recommends that Wisconsin replace the existing licensure system based on accumulation of credits with one that is seamless and continuous, builds directly upon the educator's pre-service preparation, and is tied to demonstrated mastery of the Wisconsin Standards for Teacher Development and Licensure. This new system, therefore, consists of three stages of licensure initial educator, professional educator and master educator and includes a license renewal system that leads to professional growth of educators tied to the needs of children and to district goals.

The stages work group is convinced that such a system of initial licensure and license renewal is critical to maintaining the high quality that characterizes education in Wisconsin. However, the ability of the proposed licensure system to have a significant and lasting effect is dependent upon adequate funding. This will require that the state of Wisconsin provide financial support for this program. Indeed, without additional funding from the state, career-long professional development will not realize its full potential to maintain, let alone improve, education in Wisconsin.

Initial Educator

Definition

An initial educator is an individual beginning his/her first year as an educator in Wisconsin.

An initial educator license is issued for 5 years and can be renewed only if the individual has not been employed as an educator for at least two years. Out-of-state educators with less than three years experience will be issued an initial educator license. Appraisal for qualifying for the professional educator license may take place prior to the end of the five year license, but the basic recommendation is that each candidate spend at least two years in the initial educator stage.

Orientation

The License and Career Stages Work Group recommends that districts provide an ongoing orientation for initial educators that is collaboratively developed and delivered by administrators, teachers, support staff, and parents. Such orientation must include, but is not limited to the following:

- basic district and school policies and procedures,
- components of the master agreement and interpretations,
- personnel evaluation policy and process,
- professional development plans and schedules,
- community and student profiles,
- district curriculum plans, and
- district organization for instruction including student standards and district assessment rubrics.

Support Seminars

The License and Career Stage Work Group recommends that districts assure that support seminars are provided that simultaneously speak to the needs and concerns of the initial educator and reflect the Wisconsin Standards for Teacher Development and Licensure. These seminars should be an opportunity for educators to interact, problem solve, share, and reflect. Topics must include, but not be limited to the following:

- classroom management,
- parent communication,
- time management,
- teaching strategies,
- motivation,
- learning styles,
- diversity, and
- student standards and assessment.

Mentors

The License and Career Stages Work Group recommends that districts assure that all initial educators are assigned qualified mentors. A mentor is an educator and colleague who primarily provides support and assistance to initial educators. Since the mentor will have input into the confidential formative assessment of the initial educator, a mentor is not to be considered part of the formal evaluation process of the beginner. That is, the mentor must not be involved in the summative evaluation of the initial educator. In addition, due to the work load and responsibilities, a mentor must be assigned only one initial educator. Exceptions to this policy could occur where the mentoring responsibility is an official part of load for the individual. In any case, the mentor and initial educator must be allocated appropriate release time for fulfilling mentoring responsibilities and be in close proximity of one another.

A mentor

- is a resource especially in respect to orientation sessions and support seminars;
- observes, confers with, and provides advice to the beginning teacher regarding interaction with student, parents, and other teachers;
- assists the initial educator with the design and implementation of his or her professional development plan;
- assists the beginner in setting up routines and understanding the school organization
- helps the new teachers to become a reflective practitioner;
- acts as a liaison between the initial educator and the educational community; and
- develops a relationship of trust, confidentiality, and support with the beginning teacher.

The License and Career Stages Work Group recommends that to be qualified for the role of mentor a teacher must:

- hold a professional educator license;
- be committed to professional growth, both in self and other educators;
- have demonstrated skills in interpersonal relationships;
- be a reflective practitioner; and
- be recognized by his or her colleagues as having professional expertise.

The selection process for the mentor should:

- include voluntary participation by educators,
- follow established procedures in the local district,
- encourage broad participation among educators, and
- consider only those educators who meet the qualifications for mentor.

In order to be a mentor, successful completion of a training program is required. This training must include the following:

- elements of the professional development plan;
- knowledge of the 10 Wisconsin Standards for Teacher Development and Licensure;
- interaction with colleagues on a professional basis;
- peer coaching, observation, and feedback;
- understanding of the issues and concerns of an initial educator; and
- understanding of the key roles and responsibilities of the mentor.

Professional Development Plan

The License and Career Stages Work group recommends that each initial educator complete a professional development plan that demonstrates increased proficiency in the Wisconsin Standards for Teacher Development and Licensure in order to move to the professional educator stage. The plan must include clearly identified learning goals based on the Wisconsin Standards and could include appropriate experiences to qualify the beginner for an additional license. Related to Standard I and as noted in the license categories recommendations, initial educators with an early adolescence through adolescence comprehensive license might choose to extend content area(s) or specialty focus area(s) as part of their plan.

In addition to the mentor, the License and Career Stages Work Group recommends that there be a Local Education Agency (LEA) team that collaborates with the beginner on the preparation and final appraisal of the professional development plan. This team would consist of a teacher other than the mentor, an administrator and a faculty representative from an Institution of Higher Education (IHE). These plans will be approved, monitored and assessed by this three person team to determine movement from the initial educator license to the professional educator license.

The initial educator would use a portfolio of authentic evidence as the vehicle for demonstrating increased proficiency. The portfolio could contain some of the following artifacts:

- samples of student work;
- letters of recommendations;
- evidence of attending professional meetings, workshops, conferences, or seminars;
- administrative or supervisory evaluations;
- peer evaluations;
- journals, diaries or published articles;
- action research projects and results;
- mentor feedback;
- college, university or technical college course work; and/or
- evidence of in-district work assignments outside of the classroom.

The review by the evaluation team at the local level is not meant to be a high stakes assessment. The reason for the analysis of an individual's portfolio prior to moving to the professional level is to certify that basic competence in the Wisconsin Standards for Teacher Development and Licensure has been met and to identify areas of continued growth for the initial educator. The information provided by the evaluation team should form the framework for the first professional development plan as a professional educator.

Professional Educator

Definition

The professional educator is an individual who has met the requirements of an initial educator and has demonstrated increased proficiency in the Wisconsin Standards for Teacher Development and Licensure. The professional educator license is issued for five years and is renewable contingent upon successful completion of a professional development plan. Teachers currently holding Wisconsin licenses requiring renewal every five years will be moved to this new structure in place of the current six credit renewal requirement. Teachers with licenses

without an expiration date (life licenses) will be considered to be at the professional educator level.

An out-of-state educator with more than three years of experience also will be issued a one year license. A professional educator who has not been practicing for three or more years will be issued a one year license. During that year a determination will be made whether the educator qualifies for the initial or professional educator license.

Professional Development Plan

The License and Career Stages Work Group recommends that the professional educator design a professional development plan for license renewal that includes the following:

- professional development goals related to one or more of the Wisconsin Standards for Teacher Development and Licensure and linked to the school improvement goals of the district, where appropriate;
- identification of activities related to the professional development goals;
- a timeline for achieving these goals;
- evidence of collaboration with professional peers and others; and
- an assessment plan that specifies indicators of growth.

The plan may include any of the items listed for the initial educator portfolio, but could also include documentation of any of the following as well:

- special projects,
- curriculum development,
- professional organization or association work,
- presentation at conferences,
- teaching courses at higher education institutions,
- mentoring,
- publications,
- leadership in the profession that supports the professional development plan, and/or
- any other activity which may support the professional development goals of the plan or increase proficiency in the Wisconsin Standards for Teacher Development and Licensure.

The plan will be approved, progress monitored and proficiency assessed by a district professional development committee that would include administrators and teachers. Any licensed individual who is judged not to have completed their professional development plan and who is, therefore, not recommended for license renewal, may appeal that judgment to the Department of Public Instruction. The DPI should establish a professional standards board or council to review and decide on the appeal brought forward by any licensed individual.

Master Educator

Definition

A master educator is an individual who has a master's degree, has successfully completed two license cycles, and has demonstrated mastery of the Wisconsin Standards for Teacher Development and Licensure.

The License and Career Stages Work Group recommends that the master educator license be a voluntary license stage for all professional educators. The analysis and approval of entry to this category should be a joint decision by a jury of the educator's peers who have been trained to do assessments for this purpose. It is recommended that the master license be issued for seven years. The master educator license should be available to all educators who hold a relevant master's degree. Holding a master educator license should not diminish the concept of the professional educator as a competent classroom teacher who may also assume other roles such as that of a mentor.

Application

The License and Career Stages Work Group recommends that a candidate for the master educator license submit an application that includes:

- documentation of a related master's degree,
- verification of 7-10 years successful teaching experience (at least one cycle in the beginning educator stage and one in the professional educator stage),
- evidence of contributions to the profession, and
- evidence of continuing education activities.

It is further recommended that a candidate's application for the master educator license be sent through the employing school district but not require district endorsement or approval. Upon approval of the application by the assessment team the master educator license will be granted upon successful completion of the following two requirements:

- a formal assessment of the Wisconsin Standards for Teacher Development and Licensure which may include interviews, objective examinations, essay, or other methods of analysis and appraisal; and
- a demonstration of exemplary classroom performance through video or on-site observation.

All assessment is to be conducted by the same team. The process could take from 1-3 years and a candidate will have three years to repeat steps until the master educator license is attained.

Renewal

Renewal of the master educator license would be based on a successive iteration of the same process. An applicant who chooses not to maintain the master educator license would need to renew the Professional Educator license according to the requirements of that category at the end of the period of licensing.

Assessment

Assessment will be done by peers (e.g. teachers assessing other teachers). Teams comprised of 3 educators selected by the appropriate professional organizations and confirmed by the state superintendent would be trained at an "assessment experience" center. Within each CESA or other geographic region of the state a pool would be made up of nominees from education associations or from districts. Each CESA or area administrator would select teams from this pool. It is recommended that teams not assess educators within their own CESA or region. Review teams will provide feedback from one member of the team so that the candidate understands areas to be considered for further development. Successful completion of the National Board for Professional Teaching Standards certification process can be substituted for the Wisconsin assessment process.

Appeal Process

State oversight teams chosen by DPI shall review all rejections of applications for both categories. In addition, the DPI should audit the process by conducting an annual random sample of all teams' decisions. The DPI should establish a state professional standards board or council that would serve as an appeal board for those individuals denied approval for all license categories. An appeal procedure should be structured and communicated to all license holders along with other license information.

The Report of the Work Group on License Categories

The License Categories Work Group considered both the report of the Task Force and a report from an earlier work group that looked specifically at the issue of licenses in exceptional education. The License Categories Work Group met four times from November of 1996 through February of 1997 to complete their work. Sub-groups were established to work on parts of the charge, and whole group consensus was formed on all separate parts.

The License Categories Work Group was charged with the task of moving forward on the 1995 Task Force in three areas:

- shifting from grade range to developmental range licenses,
- shifting from discrete subject areas to broad field licenses, and
- shifting from individual categorical to general special education licenses.

Grade Range to Developmental Range Licenses

The License Categories Work Group reconfirmed the move away from prescriptive licenses that are defined by grade levels. The group recommends the following four licensing levels:

- early childhood through middle childhood;
- middle childhood through early adolescence;
- early adolescence through adolescence; and
- wide range (early childhood through adolescence) including art, music, physical education, dance, health, foreign language, deaf or hard of hearing, visual impairment, and speech/language pathology.

The underlying goal of these recommendations is to provide both flexibility and opportunity for educators. The recommendation differs from the Task Force only in the addition of middle childhood with the early childhood level, but the recommendation is consistent with the National Association for the Education of Young Children's (NAEYC) and the National Board for Professional Teaching Standards' (NBPTS) categorizations. The change will allow greater options for both new educators seeking employment and school districts hiring educators and staffing schools.

Using the Task Force's recommended standards as a foundation, Wisconsin's institutions of higher education (IHE's) together with a broad constituency of practitioners, faculty and community members will be asked to define appropriate developmental competencies to be mastered for each level. These levels of teaching competencies should become part of the content, pedagogy, and teaching skills required by the Standards and Assessment Work Group.

Each local education agency will define the grades or range of each license level based on its own organizational pattern, philosophy, and needs. For instance, one district may define its PK-4 building as early childhood through middle childhood, while a neighboring district defines its K-6 building as early childhood through middle childhood.

Discrete Subject Area to Broad Field Licenses

The License Categories Work Group recommends that all early adolescence through adolescence training programs incorporate competencies in multidisciplinary/integrated curriculum. This is based on a trend toward integrated curricula at the middle level and high school that demands a knowledge and performance base.

Second, there should be broad based initial educator licenses to replace existing individual science, social studies, language arts and music licenses in:

- Comprehensive Language Arts (to replace current license codes 300,320,316,310,325)
- Comprehensive Music (to replace current license codes 506-515)
- Comprehensive Science (to replace current license codes 601-637)
- Comprehensive Social Studies (to replace current license codes 701-760)

Specific subject area courses within the comprehensive licensure areas can be taught by teachers with an initial educator or subsequent license. In order to attain the professional edu-

cator license, the candidate must prove competency in a concentration in a particular content area (such as physics) or specialty focus (such as integrated curriculum) as part of the increased proficiency in the Wisconsin Standards for Teacher Development and Licensure recommended by the Career Stages Work Group.

Concentrations within these comprehensive license areas may be accomplished by:

- evidence of successful, relevant teaching experience that includes observation of skills;
- letters of recommendation from professional colleagues; and
- evidence of completion of coursework, conferences, and/or workshops based on established performance standards.

Once the concentration is attained, it will be shown on the professional and/or master license. The approval for this concentration will be done through a DPI review process that should include scrutiny by a standards board or council appointed by the DPI.

Individual Categorical to General Special Education Licenses

The License Categories Work Group recommends that Wisconsin should establish a single beginning level special education license to replace the current licenses in cognitive disabilities, emotional disturbances, learning disabilities, and early childhood-EEN. This license should be available at the early childhood through middle childhood or early adolescence through adolescence level. In order to attain the professional educator license the candidate must prove competency in a concentration in a particular area (rural services, cognitive disabilities, traumatic brain injury, etc.) as well as demonstrating proficiency in the Wisconsin Standards for Teacher Development and Licensure.

The composite license would be titled Exceptional Educational Needs (EEN). This title emphasizes the needs of students rather than an artificial label assigned to the category of disability. Combining the current early childhood-EEN license with the new early childhood through middle childhood-EEN license is a departure from the Task Force's original recommendations. Special education licenses in speech and language therapy, hearing impaired and visually impaired would continue to be available, along with physical therapy and occupational therapy licenses.

This new license category is not meant to direct or change the service delivery plans of local school districts for students identified as having a need for exceptional education service. Service delivery would continue to focus on the continuum of services to and the learning needs of students as teachers strive to meet the needs of students in the least restrictive environment possible. This new category provides a more realistic response to the actual program design in the schools and to the changing needs of students while being attentive to the evolving federal regulations in this area.

Access to New Licenses

These new licenses will be accessible to teachers who are currently licensed as well as to teachers who come to Wisconsin from out-of-state. It is important to note that currently licensed teachers would not be required to obtain the new licenses. They could continue to renew their licenses under the new professional educator renewal requirements. This work group recommends that there be no automatic grandparenting into the new licenses by currently licensed teachers. All teachers may access the new licenses through a portfolio assessment for an additional fee. The fee for this service should be established by the state superintendent and should be consistent with the fee for license renewal.

To obtain new licenses, teachers must:

- show evidence of successful relevant teaching experience that includes some direct observation of skills;
- obtain letters of recommendation from professional colleagues; and
- show evidence of completion of relevant coursework, conferences, and/or workshops based on established performance standards.

Portfolios will be submitted to and evaluated by DPI to ensure consistency. The fee obtained through the assessment process would underwrite the cost of portfolio reviews.

The portfolio review process developed by DPI will assess competencies of licensed teachers requesting a closely related new level or category of license or the new EEN license (please see the chart below). For example, a licensed CD teacher who has experience in teaching a cross-categorical model may want to apply for an EEN license; or a 7-12 math teacher with experience at the 7th/8th grade level may request a new early adolescent/adolescent license. However, a math teacher requesting a social studies license would not go through the DPI review, but would be referred to an institution of higher education for review.

Teachers whose portfolios are approved will be able to apply for the new related license at the professional educator stage.

Current Licenses/Code #s	DPI-developed and (re-viewed) Portfolio assessment process	Proposed Licenses*
Early childhood → Codes 080-083	I. Evidence of successful relevant experience including some direct observation of teaching skills II. Letters of recommendation from professional colleagues (teachers, administrators, IHE faculty, etc.) III. Evidence of completion of relevant coursework conferences, workshops, and other professional development based on established performance standards IV. Fee paid to DPI for portfolio review.	→ Early childhood/middle childhood
Elementary → Codes 106-118 →		→ Middle childhood/early adolescence
Secondary or middle/secondary Codes 21, 27, 29 →		→ Early adolescence/adolescence
Special Ed categorical licenses Codes 806, 807, 808, 810, 811, 830 →		→ Exceptional Educational Needs (early Childhood-Middle Childhood or Early Adolescence-Adolescence)
English-related licenses Codes 300-325 (w/21, 27, 29)		→ Comprehensive Language Arts
Music Codes 505-515 →		→ Comprehensive Music
Science-related licenses → Codes 600-637 (w/21, 27, 29)		→ Comprehensive Science
Social Studies-related licenses → Codes 700-760 (w/21, 27, 29)		→ Comprehensive Social Studies
		*at professional educator stage

Appendix A

Wisconsin Standards for Teacher Development and Licensure

Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

(Detailed standards for discipline-based knowledge need to be developed, using the work of the subject area specialty groups.)

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

The teacher relates his/her disciplinary knowledge to other subject areas.

Dispositions

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the learner.

The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performances

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher can represent and use differing viewpoints, theories, "ways of knowing," and methods of inquiry in his/her teaching of subject matter concepts.

The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in representing particular ideas and concepts.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher can create interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Standard #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Knowledge

The teacher understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning for a wide range of student abilities.

The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions

The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Performances

The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge

The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The teacher understands and can provide adaptations for areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The teacher is sensitive to community and cultural norms.

The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Performances

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

The teacher can identify when and how to access appropriate resources to meet the needs of students with particular talents.

The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family and community experiences and cultural norms.

The teacher creates a learning community in which individual differences are respected.

Standard #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.²

Knowledge

The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct

instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions

The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances

The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, learning differences, and interests).

The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

The teacher constantly monitors and adjusts strategies in response to learner feedback.

The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Standard #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and selfmotivation.

Knowledge

The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

The teacher understands how social groups function and influence people, and how people influence groups.

The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions

The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning

The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.

The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances

The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Standard #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge

The teacher understands communication theory, language development, and the role of language in learning.

The teacher understands how cultural and gender differences can affect communication in the classroom.

The teacher recognizes the importance of nonverbal as well as verbal communication.

The teacher understands and can use effective verbal, nonverbal, and media communication techniques.

Dispositions

The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances

The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to non-verbal cues given and received).

The teacher supports and expands learner expression in speaking, writing, and other media.

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learning understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Standard #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions

The teacher values both long-term and short-term planning.

The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

The teacher values planning as a collegial activity.

Performances

As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

The teacher plans for learning opportunities that recognize and address variation in learning styles, learning differences, and performance modes.

The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Standard #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Knowledge

The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

The teacher values ongoing assessments as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances

The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

The teacher solicits and uses information about students' experiences learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Standard #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Knowledge

The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

The teacher understands critical frameworks for reflecting on teaching practice (e.g. frameworks from social, cultural, and philosophical foundations of education).

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

Dispositions

The teacher values critical thinking and self-directed learning as habits of mind.

The teacher is committed to reflection, assessment, and learning as an ongoing process.

The teacher is willing to give and receive help.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances

The teacher articulates and defends a philosophy of education to guide his/her practice and contributes to the stated philosophy of the school building/district.

The teacher uses classroom observation, information about students, cultural, social, and philosophical frameworks, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.

The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

The teacher draws upon professional colleagues within the school and other professional areas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Standard #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge

The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.

The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for students with handicapping conditions, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

The teacher values and appreciates the importance of all aspects of a child's experience.

The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

The teacher is willing to consult with other adults regarding the education and well-being of his/her students.

The teacher respects the privacy of students and confidentiality of information.

The teacher is willing to work with other professionals to improve the overall learning environment for students.

Performances

The teacher participates in collegial activities designed to make the entire school a productive learning environment.

The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

The teacher can identify and use community resources to foster student learning.

The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.

The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems. The teacher acts as an advocate for students.

Appendix B

Principles from the State Superintendent's Task Force on Teacher Education and Licensure (1995)

Vision and Principles Guiding the Task Force's Deliberations

Vision

As the Task Force reviewed materials and deliberated, a number of themes emerged, forming a set of principles around which teacher education and licensure in Wisconsin should be developed. These principles evolved from a cohesive vision of teaching in this state. The vision and principles are a distillation of the various documents and presentations that were the substance of the task force discussions.

The Task Force saw application of these principles as necessary to promote a vision of Wisconsin teachers as those engaged in career long learning to construct knowledge, skills, and dispositions needed to engender powerful learning within the full range of the state's diverse student population.

Principles

Accountability Principle

The evaluation of teachers' performance at any stage should be framed in terms of a shared vision of what teachers should know, understand, and be able to do. Graduates of professional preparation programs and teachers on the career path should demonstrate learning outcomes that represent knowledge, skills, and dispositions consonant with these guiding principles. Authentic assessments of these outcomes should be created locally for both programs and individuals.

Career-Long Principle

Teachers are lifelong learners who fulfill a variety of roles in the education community. Those roles change with experience, with the passage of time, and with changes in other sectors of the education community. Preparation for teaching begins before the preservice and licensure stage and growth continues throughout the teacher's professional career. Therefore, professional development of teachers should be a continuous process across the career span.

Collaboration Principle

The responsibilities for initial and ongoing teacher preparation are shared by institutions of higher education, by the schools and communities in which teachers work, by the Department of Public Instruction, and by all professional organizations with which teachers affiliate. These institutions and organizations should develop optimal ways in which they can collaborate in the career-long education of teachers.

Community of Learners Principle

Teachers must acquire the knowledge, skills, and dispositions necessary for taking independent action, and for taking responsibility through collaboration and cooperation. The community of learners depends upon skills that foster cooperation in learning among teachers, administrators, school board members, other school-based educators, teacher educators, students, families, and members of the broader community.

Diversity and Equity Principle

Initial and ongoing teacher preparation must support the development of teachers who understand, respect, encourage, promote, and attend to diversity in the classroom, school, and community environments that provide the context for schooling. The over-arching goal should be that teachers acquire knowledge, skills, and dispositions to ensure equity and social justice for all learners.

Performance-based Licensure Principle

Wisconsin standards pertaining to the initial and continued licensure of teachers should be broadly stated, and based on performance. Individual institutions and organizations responsible for the career-long education of teachers should have the autonomy and flexibility to develop and implement programs and strategies to achieve the state standards in ways that produce teachers with the knowledge, skills, and dispositions to meet the needs of all students.

Appendix C

Assessment of Candidates Prepared in Wisconsin Institutions of Higher Education

	<i>Current Practice under existing PI 3 and PI 4 rules</i>	<i>Proposed Practice under the Wisconsin Standards</i>
Communication Skills	Teacher education candidates must take the Pre-Professional Skills Test (PPST) and meet the passing scores established by the State Superintendent for admission to teacher preparation. In addition, Institutions of Higher Education (IHE's) must show evidence that candidates have demonstrated proficiency in speaking and listening. No further requirements are explicit in PI 4, although institutions often use communication skills as part of the assessment of performance in student teaching.	All teacher education candidates must show competency in basic skills prior to admission. For Reading, Writing and Mathematics -either the PPST/PRAXIS I or assessments designed and adopted by the IHE will be used. For the expanded categories of basic skills; Speaking, Listening, and Media/technology the assessments will be designed or adopted by the IHE. In addition, candidates must continue to develop professional skills in the communication areas, with multiple measures over time, culminating in assessment during student teaching to meet the required exit level performance of these skills.
Human Relations Skills and Teaching Dispositions	Except for some specific requirements in the human relations code and the statute requiring skill in conflict resolution, these skills and dispositions may or may not be addressed in different ways by the various IHE's.	All teacher education candidates must show evidence of effective human relations skills through multiple measures over time, designed or adopted by the IHE, culminating in assessment during student teaching to demonstrate the required exit level performance of these skills. All teacher education candidates must demonstrate appropriate dispositions for teaching through performance assessments that may include formal interviews, reflection, journaling, etc., as designed or adopted by the IHE.
Content Knowledge	While PI 3 and PI 4 currently specify that teacher candidates will be required to take national tests in their subject area majors, no such tests have been implemented. And while PI 4 specifies input related to specific areas of content knowledge, it does not address assessment. IHE's determine assessment of candidates in content knowledge.	All teacher education candidates must show evidence of content knowledge and its application through multiple measures over time, designed or adopted by the IHE, culminating in assessment during student teaching to demonstrate the required exit level performance related to content knowledge and its application.

Pedagogical Knowledge	While PI 4 specifies input related to pedagogical knowledge, it does not address assessment. Institutions of Higher Education (IHE) determine assessment of candidates in this area.	All teacher education candidates must show evidence of pedagogical knowledge and its application through multiple measures over time, designed or adopted by the IHE, culminating in assessment during student teaching to demonstrate the required exit level performance related to pedagogical knowledge and its application.
Teaching Practice— Student Teaching / Internship	Student teaching is a full day, full semester experience following the calendar of the cooperating school (usually 18 weeks). Assessment of the student teaching experience is designed by the IHE; both IHE faculty and local school staff evaluate the performance of the student teacher. DPI requires successful completion of student teaching for licensure.	All teacher education candidates must demonstrate competence in the ten Wisconsin Standards, through an intensive and sustained student teaching or internship experience in a K-12 setting. These standards incorporate effective communication skills, human relation skills, teaching dispositions, pedagogical knowledge, and content knowledge through multiple measures over time, designed or adopted by the IHE to assess the required exit level performance of the standards. Both IHE personnel and K-12 personnel are involved as mentors and assessors of candidate performance.
Teaching Practice— Initial License	The initial license is a regular 5 year license, based on the endorsement of the preparing IHE. It is renewable every five years, with the requirement of 6 semester hours or 180 clock hours.	Beginners will be issued Initial Educator license for 2-5 years, with support and assessment for the beginning teacher at the district and local school level. Eligibility for the Professional Educator license will require successful demonstration of the Wisconsin Standards at a specified level of performance, as well as growth related to an individual professional development plan.

Appendix D

Assessment of Candidates Prepared in Institutions of Higher Education in Other States

	<i>Current Practice under existing PI 3 and PI 4 rules</i>	<i>Proposed Practice under the Wisconsin Standards</i>
Communication Skills	Teacher candidates who have completed approved programs in other states must pass a basic skills test--either the Preprofessional Skills Test (PPST), using the scores established by the Wisconsin State Superintendent, or the basic skills test (including the scores) required by the other state.	Teacher candidates who have completed approved programs in other states must have had the expanded set of basic skills validated through the program in the other state or they must complete DPI approved assessment modules for some or all of the expanded categories at the exit level required by Wisconsin.
Human Relations Skills and Teaching Dispositions	For teacher candidates who have completed approved programs in other states, the preparing institutions verify whether they have met specific human relations code and statute requirements. If not, they must fulfill these requirements by working with a Wisconsin Institution of Higher Education.	Teacher candidates who have completed approved programs in other states must have had their human relations skills validated through the program in the other states or they must complete DPI approved assessment modules for human relations skills. Teacher candidates who have completed approved programs in other state must have their dispositions for teaching validated through the program in the other state or they must complete DPI approved assessment modules for teaching dispositions.
Content Knowledge	DPI conducts transcript reviews for candidates from other states. Each candidate must have an endorsement from the preparing institution.	Teacher candidates who have completed approved programs in other states must have had their development of content knowledge and its application validated through the program in the other state or they must complete DPI approved assessment modules for content knowledge and its application.
Pedagogical Knowledge	DPI conducts transcript reviews for candidates from other states. Each candidate must have an endorsement from the preparing institution.	Teacher candidates who have completed approved programs in other states must have had their development of pedagogical knowledge and its application validated through the program in the other state or they must complete DPI approved assessment modules for pedagogical knowledge and its application.

Teaching Practice— Student Teachng / Internship	For teacher candidates who have completed approved programs in other states, the preparing institution verifies that they have completed successfully a student teaching experience. If the experience was not full day, for a full semester following the calendar of the school district, then the candidate is issued a two year license and must within that two year time frame, complete the requirement.	Teacher candidates who have completed approved programs in other states must have had the development of the essential elements in the Wisconsin Standards validated through the program in the other state or they must complete DPI approved assessment modules for these elements during their first year of teaching in Wisconsin.
Teaching Practice— Initial License	The initial license for teacher candidates who have completed approved programs in other states may be a provisional license, with stipulations that must be completed in two years, or a regular five year license.	Beginning teachers will be issued an Initial Educator license for 2-5 years, with support and assessment at the district and local school level. Eligibility for the Professional Educator license will require successful demonstration of the Wisconsin Standards at a specified level of performance, as well as growth related to an individual professional development plan. Experienced teachers may be eligible for the professional educator license, based upon demonstration of the Wisconsin Standards through DPI assessment modules.

Appendix E

Assessment of Candidates Prepared in Alternative Programs for Career Changes Through Wisconsin Institutions of Higher Education

	<i>Current Practice under existing PI 3 and PI 4 rules</i>	<i>Proposed Practice under the Wisconsin Standards</i>
Communication Skills	Institutions of Higher Education (IHE) determine the level of performance of candidates entering teacher education after being in another career.	All teacher education candidates must show demonstrate competence in basic skills prior to admission. For Reading, Writing and Mathematics--either the PPST/PRAXIS I or assessments designed or adopted by the IHE will be used. For the expanded categories of basic skills--Speaking, Listening, and Media/ technology--the assessments will be designed or adopted by the IHE. In addition, candidates must continue to develop professional skills in the communication areas, with multiple measures over time, culminating in assessment during the internship to meet the required exit level performance of these skills.
Human Relations Skills and Teaching Dispositions	IHE's select candidates for these special programs; in most cases an interview related to teaching dispositions is part of the selection process.	All teacher education candidates must show evidence of effective human relations skills through multiple measures over time, designed or adopted by the IHE, culminating in assessment during the internship to demonstrate the required exit level performance of these skills. All teacher education candidates must demonstrate appropriate dispositions for teaching through performance assessments that may include formal interviews, reflection, journaling, etc., as designed or adopted by the IHE.
Content Knowledge	IHE's determine the assessment of pedagogical knowledge.	All teacher education candidates must show evidence of content knowledge and its application through multiple measures over time, designed or adopted by the IHE, culminating in assessment during the internship to demonstrate the required exit level performance related to content knowledge and its application.

Pedagogical Knowledge	Institutions of Higher Education (IHE) determine the assessment of pedagogical knowledge.	All teacher education candidates must show evidence of pedagogical knowledge and its application through multiple measures over time designed or adopted by the IHE culminating in assessment during the internship to demonstrate the required exit level performance related to pedagogical knowledge and its application.
Teaching Practice—Student Teaching / Internship	IHE's determine the assessment of teaching practice.	All teacher education candidates must show evidence of the ten Wisconsin standards, through an intensive and sustained internship experience in a PK-12 setting. These standards incorporate effective communication skills, human relation skills, teaching dispositions, pedagogical knowledge, and content knowledge assessed through multiple measures over time, designed or adopted by the IHE to assess the required exit level performance of the standards. Both IHE personnel and PK-12 personnel are involved as mentors and assessors of candidate performance.
Teaching Practice—Initial License	The initial license is a regular 5 year license, based on the endorsement of the preparing IHE.	An Initial Educator license for 2-5 years, with support and assessment for the beginning teacher at the district and local school level. Eligibility for the Professional Educator license will require successful demonstration of the Wisconsin standards at a specified level of performance, as well as growth related to an individual professional development plan.

Appendix F

Project Budget Detail

Funding Needs

Substantial state funding is necessary if the recommendations contained in this report are to be implemented. The budget for implementation includes the following:

Standards and Assessment

Most of the costs associated with the design and development of assessments for preservice educators will be borne by the Institution of Higher Education. However, there will be costs associated with the development, selection and validation of tests to measure skills in the defined areas.

Costs for test development and validation	\$ 250,000.00
---	---------------

License Stages

I. For the initial educator program:

A. Assessor and mentor training	
12 training site, One at each CESA	
2 half days of training	
Trainers 2 per site at \$1000.00	\$ 12,000.00

B. Per Diem expenses per mentor \$200.00	
x 3000 mentors	\$ 600,000.00

C. Release time for mentor	
\$ 1000.00 per mentor x 3000	\$ 3,000,000.00

D. District Orientation	District responsibility
-------------------------	-------------------------

E. Support Seminars	District responsibility
---------------------	-------------------------

F. Professional Development Plan	Fee per candidate
----------------------------------	-------------------

Sub-Total for Initial Educator =	\$3,612,000.00
----------------------------------	----------------

II. For the Professional Educator :

Costs of reviewing and approving Professional Educator license applications based on the review and approval of professional development plans will be borne by the school district as part of the district staff development budget and by the DPI as part of the budget generated by license fees.

III. For the Master Educator:

Assume that there would be 5 review teams per CESA and that the teams meet 3 times per year. The teams would review 3-5 applications per meeting for a total of 540-900 reviews per year. If a stipend \$100 per person plus \$100 travel expense would be allowed on average for

15 people in 12 CESAs there would be 180 reviewers with 3 meetings each. This is a total of 540 meetings that would be multiplied by the \$200 stipend/expenses and would total \$108,000. A fee could be charged to the candidate for the cost of these evaluations and the fee could range from \$120 - \$200.

Sub-Total For The Master Educator	\$108,000 (paid for by applicant fees)
-----------------------------------	--

Total cost for License and Career Stages	\$ 3,720,000.00
--	-----------------

License Categories

The recommendations in the License Categories Work Group part of the report can be implemented without any new money from the state. The current program revenue available to the DPI Licensing and Teacher Education teams through license fees should be budgeted to cover the costs associated with the discussion meetings and hearings necessary to change the rules to implement this structure.

Total Budget Request For 1999-2001 Biennium Budget

\$3,862,000.00

Bibliography

- Ambach, G. (1996). "Standards for Teachers: Potential for Improving Practice." *Phi Delta Kappan*. November, 1996. pp. 207-210.
- Association of Teacher Educators (1996). *Creating a Culture of Quality and Credibility in Teacher Education*. ATE. Washington, D.C.
- Belton, L. (1996) "What Our Teachers Should Know and Be Able to Do: A Student's View." *Educational Leadership*. September, 1996. pp. 66-68.
- Bull, B. and M. Buechler. *Learning Together: Professional Development for Better Schools*. Indiana Education Policy Center, Bloomington, IN.
- Chernoff, L., P. M. Nassif and W. P. Gorth (1987). *The Validity Issue: What Should Teacher Certification Tests Measure?* Lawrence Erlbaum Assoc. Hillsdale, NJ.
- Commission on Alternative Certification (1989). *Alternatives, Yes. Lower Standards, No! Minimum Standards for Alternative Teacher Certification Programs*, Association of Teacher Educators. Reston, VA.
- Cooke, K. M. (1996). *Staff Supervision and Evaluation*. Hamilton School District, Sussex, WI.
- Darling-Hammond, L. (1996) "The Quiet Revolution: Rethinking Teacher Development." *Educational Leadership*. March, 1996. pp. 4-10.
- Darling-Hammond, L., A. E. Wise and S. Klein (1995). *A License to Teach: Building A Profession for 21st Century Schools*. Western Press, Boulder, CO.
- Holmes Group (1986). *Tomorrow's Teachers: A Report of the Holmes Group*. Holmes Group, Inc. East Lansing, MI.
- Interstate New Teacher Assessment and Support Consortium (1992). *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue*. Council of Chief State School Officers, Washington, D.C.
- Interstate New Teacher Assessment and Support Consortium (1995). *Mathematics Teacher Performance Assessment Handbook*. Council of Chief State School Officers, Washington, D.C.
- Interstate New Teacher Assessment and Support Consortium (1995). *Next Steps: Moving Toward Performance-based Licensing in Teaching*. Council of Chief State School Officers. Washington, D.C.
- Interstate School Leaders Licensure Consortium (1996). *Work in Progress*. Council of Chief State School Officers. Washington, D.C.
- Kansas Department of Education (1996) *Proposed Performance-based Licensure Regulations*. Topeka, KS. <http://www.ksbe.state.ks>.
- Lind, K. (1992). *Report of the State Superintendent's Advisory Committee on Beginning Teacher Assistance Programs*. Wisconsin Department of Public Instruction (Bulletin No. 9282). Madison, WI.
- Lind, K. and T. S. Popkewitz (n.d.) *Wisconsin's Teaching Incentives Pilot Program*. Wisconsin Department of Public Instruction (Bulletin No. 0420). Madison, WI.
- Minnesota Board of Teaching (1991). *Examinations for Teacher Licenses*. Minnesota Board of Teaching, St. Paul, MN.
- Minnesota Board of Teaching (1992). *A Report on Teacher Preparation and Licensing*. Minnesota Board of Teaching, St. Paul, MN.
- National Association of State Directors of Teacher Education and Certification (1996). *Manual On Certification*. T. E. Andrews (Ed.) NASDTEC. Seattle, WA.
- National Association of State School Boards (1995). *State Improvement Initiatives*. NASB, Washington, D.C.

- National Commission on Teaching and America's Future (1996). *What Matters Most: Teaching for America's Future*. National Commission on Teaching and America's Future, New York.
- National Education Association (1996). "Performance-based Licensing." *The Profession Builder*. NEA. Washington, D.C.
- National Evaluation Systems, Inc. (1991). *Teacher Certification Testing: Recent Perspectives*. NES, Inc. Amherst, MA.
- Orlosky, D. E. (Ed.) (1988). *Society, Schools, and Teacher Preparation: A Report of the Commission on the Future Education of Teachers*. Association of Teacher Educators and AACTE. Washington, D.C.
- Presidents' Commission on Teacher Education (1991). *Teach America: A Presidents' Agenda for Improving Teacher Education*. American Association of State Colleges and Universities. Washington, D.C.
- Scannell, M. and J. Wain (1996). "New Models for State Licensing of Professional Educators." *Phi Delta Kappan*. November, 1996, pp. 211-214.
- Stefens, S.P. (1996). *A Comparative Analysis of State Special Education Certification for Working with Students with Mild Disabilities*. Unpublished Ph.D Dissertation, University of Wisconsin-Madison.
- The National Foundation for the Improvement of Education (1996). *Teachers Take Charge of Their Licensing: Transforming Professional Development for Student Success*. New York.
- Wisconsin Department of Public Instruction (1985). *Wisconsin Teacher Performance Assessment Instrument: A Report of the Performance Assessment Committee*. DPI. Madison, WI.
- Wisconsin Department of Public Instruction (1995). *Report of the Special Education Work Group*. DPI. Madison, WI.
- Wisconsin Department of Public Instruction (1995). *Restructuring Teacher Education and Licensure in Wisconsin: Final Task Force Report to the Wisconsin State Superintendent of Public Instruction*. DPI. Madison, WI.
- Wisconsin Department of Public Instruction (1996). *Setting Higher Standards: Discussion Drafts of Wisconsin's Academic Content and Performance Standards*. DPI. Madison, WI.
- Wisconsin Department of Public Instruction (1996) *Wisconsin Administrative Code: Chapter PI 3 and Chapter PI 4*. DPI. Madison, WI.
- Wisconsin Education Association Council (1996). *Coordinated Statewide Professional Development for Wisconsin Teachers*. WEAC. Madison, WI.
- Wisconsin Education Association Council (n.d.) *Project Bold Venture: Alternative Career Development for Teachers*. WEAC. Madison, WI.
- Wise, A. E. (1996). "Building a System of Quality Assurance for the Teaching Profession: Moving Into The 21st Century." *Phi Delta Kappan*. November, 1996. pp. 190-192.
- Wise, A. E. and L. Darling-Hammond (1987). *Licensing Teachers: Design for a Teaching Profession*. The RAND Corporation. Santa Monica, CA.